



VOL. I. PROVO, UTAH, SEPTEMBER 14, 1891. No. 1.

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THE NORMAL.

Vol. I.

PROVO, UTAH, SEPTEMBER 14, 1891.

No. 1.

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PUBLISHED BI-WEEKLY DURING THE SCHOOL YEAR

BY THE
NORMAL ASSOCIATION.

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THE NORMAL, B. Y. A., Provo, Utah.

EDITORIALS.

THE students of the Normal Department of the Brigham Young Academy propose to publish this year a bi-weekly paper to be known as THE NORMAL, in which shall appear synopses of lectures on the Science and Art of Teaching, articles on Pedagogy, Psychology, Science, Literature and Art, written by the professors of the Academy and other teachers, and also miscellaneous news of all the prominent schools in Utah.

The general and the special aim of the paper is to assist in raising the teacher's profession by furnishing the practical teacher useful information. Is there a field in the West for such a paper? If there is we expect to fill it. And no pains nor means will be spared to make THE NORMAL worthy of the patronage of every wide-awake teacher in the land.

Above you will see the names of the staff of editors. In addition to these J. M. Jensen will act as general reporter. Efforts are also being made to have a series of articles from the pens of such practical educators as Dr. Maeser, Dr. Park, Dr. Talmage, Prof. Paul, Dr. Tanner and others appear in our paper.

PROF. Cluff says he will require no more study from his students than he requires of himself, which is about twelve hours daily.

That leaves twelve hours for recreation and sleep, eight or nine of which should be sleep.

"THE ACADEMY YOU WILL NOT ALWAYS HAVE WITH YOU."

Dr. Maeser in his instructions to the young men August 26th, made use of the above words and to the industrious student the thought expresses much.

While in school, the object of each one should be to lay all matters except study and exercise aside. No student can afford to come here simply to while away the time, to spend it in amusements. In every city, in every town, and, too, in every hamlet, some kind of enjoyment can be had—balls, concerts, theatres, social gatherings, parties of all kinds. Likewise, when you return home, these things will not have ceased to exist—there will be just as many theatres, just as many outings, perhaps even more avenues of pleasure than before, but the Academy you will not have. Think on these things. Why not strive then with a full determination to succeed as well as the best, though you do not manage to attend as many theatres as your companion? This is a time of study, of work, of progression. The enjoyments and privileges of student life can not always remain, neither can they come again. Therefore, while attending school, think only of how well you can get your lessons and how much can be accomplished in a year's time by diligent application. Bid good-bye to fun and frivolity for the present, be determined to make this school year valuable for the amount of knowledge you will have acquired—there will be ample opportunities for engaging in pleasure after school-days are past.

Fellow students, let us profit by these suggestions. Remember, "the Academy you will not always have with you."

THE new building is not completed yet, but bids fair to be ready for occupation by the beginning of next semester, if not before. It is the intention to finish the first and second floors as soon as possible, these being ample for the present school year, and leave the basement story until next season. Never more keenly felt than at present were the needs of a new

house. The Normal Department is already overcrowded, there being more than a hundred in attendance, and the other departments seem to be filling up quite rapidly, so that it is probable that the lower departments, say the Primary and the Preparatory, will have to be put into another building or cut out entirely for the present. For the good of the school as a whole we trust that the superintendent and all concerned with the new building will rush things along as rapidly as possible.

NORMAL ORGANIZATION.

It is with pleasure that we note the large number of Normals in attendance this school year. Already there are enrolled 100, and it is only a question of a few weeks until the numbers will exceed the room. In order that the business pertaining to these Normals be transacted in systematic order, a meeting of the Normals was held wherein the following officers were elected for the enduring school year:

For Class President, W. M. McKendrick.

For Vice-President, B. S. Hinckley.

For Secretary, Ella Larsen.

For Treasurer, Chas. Jensen.

With this staff of officers, together with the combined efforts of the Normals and the hearty co-operation of the teachers, we anticipate passing many enjoyable and profitable hours together.

WE have been asked what our political aspect will be. We have no politics; we are in favor of no party; we are heart and soul in sympathy with education and the advancement of schools. The cause of education should not be blighted by political strife, nor stunted by party differences; but it should be the earnest desire of all, irrespective of political views or religion, to work for the advancement of education and her institutions.

REVIEWS.

A new and highly interesting book, "American Colleges and The American Public," by Noah Porter, President of Yale College, is now in circulation. The author's name is sufficient recommendation for its meeting with the hearty approval of all who are solicitous for the welfare of the community. The papers are inscribed to Theodore D. Woolsey, D. D., L. L. D. Students especially would profit by a careful perusal of its contents.

The last number of Frank Leslie's Popular Monthly has for its opening "A Trip to Alaska," an interesting as well as instructive article. Following are a number of delightful novels, some continued, "Down the St. Lawrence on a Raft," "Mediaeval Epidemics," and "Glimpses of Bird Life" which are articles worthy of mention.

A book containing a good deal of information and advice relative to the care of the face, hair, teeth, nails, feet and upon the preservation of the general health, is "Hereditry, Health and Personal Beauty," by Dr. John V. Shoemaker.

VARIOUS TOPICS.

Normal List.

The following is a list of the Normals in attendance at the present time.

Of the Post Graduates, the course of study each is pursuing is given.

The Post-Graduate course embraces two years of study at the successful completion of which the students are entitled to a diploma.

SENIOR POST-GRADUATES.

1. G. H. Brimhall, (Pedagogy) Provo, Utah county.
2. H. A. Anderson, (Physical Science), Provo, Utah county.
3. W. M. McKendrick, (Pedagogy), Tooele, Tooele county.
4. C. W. Andelin, (Pedagogy), Fillmore, Millard county.

JUNIOR POST-GRADUATES.

1. Ida Alleman, (Modern Language), Springville, Utah county.
2. Cora Groesbeck, (Modern Language), Springville, Utah county.
3. Bryant S. Hinckley, (Mathematics), Fillmore, Millard county.
4. H. M. Warner, (Modern Language), Deseret, Millard county.
5. Martin I. Bushman, (Mathematics), Provo, Utah county.
6. G. A. Iverson, (Mathematics), Ephraim, Sanpete county.
7. Archibald Bevan, (Pedagogy), Tooele, Tooele county.
8. Wm. E. Rydatch, (Physical Science), Grantsville, Tooele Co.
9. Ephraim Gowans, (Mathematics), Tooele, Tooele county.
10. Henry Peterson, (Pedagogy), Kaneshville, Weber county.

11. John M. Mills, (Modern Languages), Washington, Washington county.

SENIOR NORMALS.

1. Ella Larson, Pleasant Grove, Utah county.
2. Irena B. Mendenhall, Springville, Utah county.
3. Detta Caffrey, Springville, Utah county.
4. Jos. S. Mousley, Bluff Dale, Salt Lake county.
5. Chas. Jensen, Elsinore, Sevier county.
6. Joseph Jensen, Parowan, Iron county.
7. Christian Jensen, Jr., Redmond, Sevier county.
8. Orestes U. Bean, Richfield, Sevier county.
9. Nels P. Nelson, Redmond, Sevier county.
10. Daniel Hansea, Elsinore, Sevier county.
11. Emanuel Thomas, Goshen, Utah county.
12. Samuel S. Brown, Alpine, Utah county.
13. Alonzo Hinckley, Fillmore, Millard county.
14. Joseph I. Reid, Draper, Salt Lake county.
15. David Price, Draper, Salt Lake county.
16. Frank Olsen, Fillmore, Millard county.
17. Lewis S. Bushman, Lehi, Utah county.
18. Atwell Wootor, Jr., Midway, Wasatch county.
19. Geo. E. Robison, Fillmore, Millard county.
20. Jacob Magleby, Monroe, Sevier county.
21. G. A. Iverson, Ephraim, Sanpete county.
22. Hattie V. Roberts, Farmington, San Juan county, N. M.
23. Henry C. Lund, Ephraim, Sanpete county.
24. Joy Dunyan, Bluff Dale, Salt Lake county.
25. George Powelson, Goshen, Utah county.
26. Nicholas Wilson, Goshen, Utah county.
27. Louie Dunyan, Bluff Dale, Salt Lake county.
28. Louise Keller, Manti, Sanpete county.
29. Eva Thorne, Pleasant Grove, Utah county.
30. Ada John, Provo, Utah county.
31. Violet Ryan, Heber, Wasatch county.
32. Susie Ryan, Heber, Wasatch county.
33. Anna Beers, Pleasant Grove, Utah county.
34. Foster Zundel, Willard City, Box Elder county.
35. Geo. W. Williams, Brigham City, Box Elder county.
36. Geo. T. Wride, Payson, Utah county.

JUNIOR NORMALS.

1. Nels Nelson, Riverton, Salt Lake county.
2. Jno. W. Erickson, Mount Pleasant, Sanpete county.
3. Chas. Fillerup, Lake View, Utah county.
4. Elisha Brown, Draper, Salt Lake county.
5. Earnest D. Partridge, Provo, Utah county.
6. Jos. L. Horne, Richfield, Sevier county.
7. Erastus K. Fillerup, Lake View, Utah

county.

8. James Sorenson, Elsinore, Sevier county.
9. Alice Hatch, Richfield, Sevier county.
10. Caroline Miller, Richfield, Sevier county.
11. Martha Miller, Richfield, Sevier county.
12. Lydia Hasler, Mount Pleasant, Sanpete county.
13. Mary Johansen, Mount Pleasant, Sanpete county.
14. Allie Rogers, Pleasant Grove, Utah county.
15. Grace Mayhew, Pleasant Grove, Utah county.
16. Sarah A. Higbee, Cedar City, Iron county.
17. Bell McArthur, St. George, Washington county.
18. Maggie Adamson, Pleasant Grove, Utah county.
19. Helen Winters, Pleasant Grove, Utah county.
20. Lizzie Thatcher, Provo, Utah county.
21. Hans Hansen, Taylorsville, Salt Lake county.
22. Jos. Jacobs, Center Ward, Wasatch county.
23. Clara Nuttall, Provo, Utah county.
24. Jno. L. Bench, Jr., Manti, Sanpete county.
25. Orin A. Seager, American Fork, Utah county.
26. Jno. Jensen, Richfield, Sevier county.
27. Arthur Dalley, Summit, Iron county.
28. Albert Dalley, Summit, Iron county.
29. L. R. Anderson, Manti, Sanpete county.
30. Samuel Taylor, Payson, Utah county.
31. Mattie Christensen, Goshen, Utah county.
32. Dora Daniels, Payson, Utah county.
33. Hannah Clark, Provo, Utah county.
34. Grace Brimhall, Spanish Fork, Utah county.
35. Jane Brimhall, Spanish Fork, Utah county.
36. Susie Wakefield, Huntington, Emery county.
37. J. F. Wakefield, Huntington, Emery county.
38. D. C. Woodward, Huntington, Emery county.
39. Vilate Greene, American Fork, Utah county.
40. Susie Wild, American Fork, Utah county.
41. Julius Anderson, Provo, Utah county.
42. Perry Bigelow, Provo, Utah county.
43. Laura Hickman, Benjamin, Utah county.
44. Daniel Stevens, Holden, Millard county.
45. Erastus Christensen, Manassa, Conejos county, Colorado.
46. George Lyman, Tooele, Tooele county.
47. Louis Larsen, Manti, Sanpete county.
48. Albert Evans, Ophir, Tooele county.
49. Jos. Broadbent, Elsinore, Sevier county.

THEORY AND PRACTICE OF EDUCATION.

Polysophical Society.

"Studies and Methods of Study," is the subject of a lecture delivered by Professor Cluff before the Polysophical Society.

The speaker said in substance: What to study and how to study become questions of prime importance to all who expect to be students in very deed. The end of education is not merely to place the pupil in possession of certain facts, but rather to train his mind and place him in possession of the means and methods of obtaining facts himself. A recent school journal has the following on this subject: "As to methods of study, our instruction is far in the background. Books we have by the multitude, and our instructors all over the land know what is in them, and are faithful in imparting their stores of rich truth. But there is one department which is forgotten. We are far behind our European fathers in this most essential part of a student's upbuilding, namely, the best methods of study. What to study is the rule; why do we not hear more of how to study? I believe myself that in our schools as a rule there is a lack of instruction in the methods of study. Our teachers are occupied too much in imparting the knowledge contained in the book. They fail to see the necessity of making the student independent of the teacher by instructing him in the best methods of getting that knowledge himself."

Two ends should be kept in view as well by the student in his study as by the teacher in his teaching, use and discipline. We are to discipline or train the mind as well as store it with useful facts. The discipline, too, is of more importance than the knowledge. For instance, in arithmetic, if the end is use alone, the aim would be to get the subject in the easiest and quickest way possible. Assistance with every example would be most beneficial. But the mind is to be disciplined, and therefore each student for himself should work out his example, receiving as little assistance as possible. So in every other subject there must be independent work where the mind is to be trained.

It will be noticed that some subjects, having a minimum use value, have a great disciplinary value. The knowledge that the study of algebra gives would to some be of little or no value, whereas the training that it gives the mind is invaluable to all. So with the study of Latin and even that of some of the modern languages.

Bearing in mind, then, that the great

aim in school life is discipline, we can easily lay down some principles as to how we should study. First of all we should study with energy, concentrating our whole efforts on the subject at hand. Shallow, interrupted study never produces the required ends. Deep, energized study alone is effectual. The power to inhibit or drive from the mind all but the one subject under consideration is most beneficial and should be acquired by all.

The law of mental exhaustion should also be observed by students. It may be thus stated: At first the mind is not capable of its best efforts, but reaches its maximum gradually. It sustains this maximum power for some time and then begins gradually to decline.

Now, a study should never be pursued after the point of decline has been reached. In the morning heavy mental studies should not be pursued, neither late in the evening, but rather in the middle of the day, when the mental powers are most vigorous. Then, too, there must be book study, hard study of the text-book. Very often the pupils depend too much on the oral instructions of the teacher. Prof. Hinsdale says: "Talk may answer the ends of knowledge, but it will not answer the ends of discipline. There must be study, and the study of books, before the child is twelve years of age." Teachers should give instructions as to how a text-book should be studied and then require the pupils to study it. There should, also, be committing to memory. Memory is a power of the mind that should be cultivated, a power too often neglected. I do not mean now the verbal memory, but the rational and imaginative memory.

A question often discussed by teachers may be thus stated: Should studies be made pleasurable and easy? In the light of what we have said, it will readily be seen that while all studies should be pleasant and interesting if possible, all should not be easy. There must be some hard mental effort if the mind is to be trained. A proper arrangement of the hard and the easy would be the ideal.

But let us always bear in mind that "Self effort alone educates."

Why Women Should be Educated,

This is a subject which is becoming greater in importance every day. As the people of this generation become more enlightened on education, study its many different plans, their effect

upon the world generally, they awake to the great necessity of women being educated. To begin with, a true education is that training which tends to the growth of all good. Take male or female, implant true principles within their minds, give them proper training, and that which is needed for their sustenance, then see the sure and steady development and growth. But as it is more the education of women I have to deal with, my dear readers, a few of my ideas in general will be given. A woman should be educated in all that tends to be noble and good. She must be accomplished. I do not mean by this that she must be learned in all the ways of the world. No. There are many of its ways which are best unknown. Such let entirely alone. A woman should be educated in all the common school branches. Such as are taught in our district schools, but these are minor considerations in her field of learning. Every girl should learn to be in every respect a model house-keeper for one thing, learn to keep her person in perfect order and health and many other attainments that might be mentioned which are indispensable. But in all the experience in school and every day life there is one part of the mind that is greatly neglected, except in our Church schools, and that is the spiritual. For example, every day can be seen the different kinds of spirits that exist upon the earth. A person cannot associate and talk to another without seeing in every feature of the face the effect of the spirit that dwells within. If a bad one, how very miserable it will cause the owner and all associates feel. Pure content and innocence are total strangers to such spirits. How can we possibly do without spiritual training, when each has that faculty, and still have our education complete? We cannot. Women by nature are more spiritual than men, and if their powers were used in the right direction, and to the best possible advantage, they might be the means of aiding those fellow creatures who by nature are so much in need of a loving hand to guide into paths of righteousness. In each one there is a certain amount of good, all that is needed is for some one to search out the good and give it proper care. I know of no better example to illustrate this, than at home. No matter what system of government may prevail, we find good and evil to contend with. Some, it is true, have very few difficulties; but in such a home you will find educated parents, especially the mother. Her children have been taught and educated by her. Such a mother, I say, can do more for the real good of her children than any teacher on earth will ever do. She has an influence which no other can have. her

many instructions given in the home circle, though not comprehensive at the time to the little child, will sink deep into the very soul, and in after life, when the child begins to reason for himself, when difficulties arise there will be that power within him which will resist evil. It will be no less than the memory of the past teachings of his angel mother. A woman's education, I think, should be equal that of a man's, and more especially in the training and educating of children, for there is a tie that binds a mother nearer to a child than a father. It will be said man has to battle with the world combat with great men, in reality make the world what it is by gaining knowledge and using it in various ways. But does not a woman have as great a battle to fight? She has a world of her own to control, educate and contend with, and in order to meet all these obligations as they should be met, she must be educated. Education gives power enables us to make the most of every faculty, to read the mind to a certain extent. Who then needs learning more than a woman and mother?

Look at the great men of the world, they each had noble mothers. Although the road to fame is like climbing up some of the highest peaks, reaching points at each step where we feel that not enough strength is left in our bodies to make one more effort, our energies must be redoubled and we must continue our onward and upward course. Time and determination are two things we must have. So by uniting our efforts and trusting in God may we not make a success of everything undertaken and be able to assist each other as pupils, teachers and friends?

V. R.

LITERARY.

Character.

Character is one of the greatest powers in the world. It exemplifies human nature in its highest forms, for it exhibits man at his best.

Men of industry, of integrity, of high principles, and of honesty of purpose command the respect of mankind.

It is natural to believe in such men, to have confidence in them, and to imitate them; without them the world would not be worth living in. Genius commands admiration, character secures respect. The former is the product of brain work, the latter of heart power, and in the long run it is the heart that rules in life.

Indeed, the range of most people in life is so limited that very few have the opportunity of being great.

But each one can act his part honestly and honorably and to the best of his ability. The greatness of Washington did not consist so much in his intellect and genius, as in his nobility of character. Man can direct his actions so that they will be productive of good rather than evil. Nothing can work us damage but ourselves. We are never real sufferers but by our own faults.

The best of characters cannot be formed without an effort. It requires self-watchfulness, self-discipline, and self-control. There may be much faltering and stumbling, but temptations must be battled with and overcome.

We cannot fail to improve by every honest effort made in an upward direction. In this, as in all other things, our ideal should be the highest, and we should work diligently to obtain it. It is within the reach of all and nothing should be more highly prized or more sought after by the young. Between the ages of fourteen and twenty character is formed. Then how careful we should be that there be no blots or stains upon our lives, but that a good character be formed so in old age we may reap the benefits therefrom.

Character shows itself in conduct, guided by wisdom. The will acts under the influence of religion, morality and reason, and pursues its way steadfastly, esteeming duty above reputation, and the approval of conscience more than the world's praise.

When some one in Sir Walter Scott's hearing made a remark as to the value of literary talents and accomplishments, as if they were above all things to be esteemed and honored, he observed, "God help us! What a poor world this would be if that were the true doctrine! I have read books enough and conversed with enough of eminent and splendidly cultivated minds in my time, but I assure you I have heard higher sentiments from the lips of poor uneducated men and women, when exerting the spirit of severe, yet gentle, heroism under difficulties and afflictions, than I ever yet met with in the Bible. We shall never learn to respect our real calling and destiny unless we have taught ourselves to consider everything as moonshine compared with the education of the heart."

What the child will become depends largely upon the training and example received from its first educator. It is in the mother's lap, or kneeling by her side and learning to pray that some of the greatest and noblest traits are instilled into the soul. Woman, above all other educators, educate humanely. She is the heart of humanity, and through her we are enabled to

arrive at virtue.

To possess a good character is not the richest in means, but in spirit and true honor; not the most intellectual, but the most virtuous; not the most powerful and influential, but the most truthful, upright, and honest.

LOUISE KELLER.

SCIENTIFIC.

School Hygiene.

Perhaps there is no study more generally taught or studied in the Academy than that of Hygiene, and perhaps the students are well enough acquainted with this branch of study to understand the laws of health moderately well, but we are not benefitted by knowing what to do, but by doing. We never can be injured by being taught correct principles, neither can we ever learn too many truths, so perhaps a few hints on this subject may not be out of place. Man is supposed to be superior to all other animals, endowed as he is with reason, the power to draw conclusions and to detect right from wrong. In a perfectly developed body he has a form that is unequalled for beauty, grace, symmetry, and adaptability. With such a piece of mechanism given unto us to take care of, and with a code of laws, in the form of hygiene, which teaches how to keep every organ in a healthy working condition, there is little excuse for the crooked backs and rounded shoulders, the pale face and dim eyes, the depressed cheek and hollow chest, which are so frequently met in this age, more especially among students. God never made his work for man to mend. He gave a perfect house for the spirit to live in and rented it unto us for life, only asking in return that we keep it in good repair.

School girl follies to reduce flesh, such as eating chalk, vinegar, etc., should not be indulged in, not even for fashion's sake, for the time has now come in America when the ideal American woman is one with rosy cheeks, sparkling eyes, shoulders thrown back, one who walks with a firm step, and can get off on a 4-mile gait. Women of hesitating hearts, pinched chests, and fragile limbs, have passed their day as the fashionable. To become fashionable, healthy and happy, we must take exercise; it is to good health as sweeping and cleaning are to good house-keeping; contraction of the muscles is necessary to discharge the effete matter of the body. Busied as we are in school we are apt to neglect our physical development, but we should

profit from the Athenians; they well knew that a strong body and a strong mind went together. No investment is so profitable to the student as spending a certain portion of his time in systematic exercise of the muscles. Another requisite is sleep. We come from school, the brain is weary, and even if we have exercised our muscles, we require brain and body rest also, which, to put it in one plain term, means we want SLEEP. Sleep, one writer says, is: "Sore labor's balm, balm of hurt minds, chief nourisher in life's feast." It "knits up the raveled sleeve of care." How much we demand daily, depends upon the person and the occupation. The brain worker requires more than the ones who work physically. It should come regularly, and eight hours should be about the amount an average person would require. It is one of nature's methods of keeping the body and mind in a sound state. When we do not take sufficient, both body and mind suffer, for, when all is at rest, nature replaces all the worn out tissues with living healthy ones, or, in other words, the body builders repair what the destroyers have destroyed. Nothing is more plentiful than air, it is free to all and but little appreciated. Students above all others should look after the ventilation of their bedrooms, schoolrooms, etc., that they may receive an abundance of the life-giving element—oxygen, that their systems may receive energy and glow with the brightness of ruddy health. When you feel drowsy and have a dull headache, open the windows and let out the poisoned air that has been breathed over and over again. Fully inflate the lungs with fresh air that the chest may be broadened and deepened. To insure us perfect health it is also necessary that the body be kept perfectly clean without, ever remembering that "Cleanliness is Godliness." A good bath should be indulged in at least once a week, that all the refuse matter which is excreted from the body and left upon its surface may be removed. Many other points may be touched upon, that we are all more or less acquainted with, then let us profit by that which we are acquainted with. Take nature as our instructor, and use pain as the signal of danger. Nature is undeceiving; she teaches her laws plainly and patiently; she gives her warnings earnestly and unhesitatingly. Let us not disregard them, but remember that nature is just, that she does not deceive by the kiss of a Judas, that she does not wear a smile on her face and at the same time carry a revengeful heart. She is just and tender, but if we break her laws, we cannot evade the judgments that must follow.

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LOCALS.

THE Rhetoric B class has now completed its review work of "Invention of Thought," and is now prepared to consider "Qualities of Style," the beginning of rhetoric proper.

THE lady students of the Latin class were somewhat disconcerted to learn that the Latin of woman was *mulier*. It is plainer than ever that the English language is built upon a foundation of Latin—so the gentlemen students say.

A MATHEMATICAL problem—If it requires half an hour for a Rio Grande Western engineer to "blow off" steam during history class, what length of time is required on Wednesday afternoon, during the general theological exercises? Answer (for the uninitiated)—It depends entirely upon the time of the exercises. As $axb \div c$ is to $bx a \div c$, so is "blowing off" steam to general theological exercises.

THE services of G. H. Brimhall make a valuable addition to the Faculty.

EPHRAIM GOWANS, assistant teacher in mathematics, has a bright future before him.

ON account of sickness, Mrs. McDonald has not been able to take her place as matron.

"GIVE us more room," is the cry.

It is absolutely necessary that the new building be completed in a short time.

ONLY furnish ample school facilities and the students will flock to the shrine of education.

THE hive of the Normals is the department library,—or rather it is the flower bed from which they sip the sweets of knowledge.

TEACHER.—Now, Johnnie, which would you rather have, one seventeenth or one twenty-fifth of an apple? Johnnie (from Pleasant Grove)—If it was a Provo apple, I'd rather have one twenty-fifth.

Visitors.

Alex. Jameson, Alonzo Wall, John Peterson, Mattie Nelson, Phena Brimhall, Misses Findley, Misses Fillerup, Mabel Pratt, Mary Anderson, Joseph Harris, Cora Clark, Bulah Bachman, Walter Stringfellow.

Arus Bird, an active commercial student of last year, passed from this stage of action into the infinite realms of eternity last Friday morning after a severe illness. His friends and schoolmates mourn his loss.

As a result of the rain storm Thursday last, many of the students appeared in their "Sunday best" the next day.

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